

Curriculum Mapping Tool

Alignment with National Sexuality Education Standards

Grades 6-8

Strands 1-7

Note: The complete National Sex Ed Standards is available online at www.futureofsexeducation.org

Curriculum Title: **7/8 FLASH (Family Life And Sexual Health)**

Author & Publisher: **Public Health – Seattle & King County**

Publication date: *original copyright, 1986; most recent revisions, 2013(revised online on an on-going basis)*

By end of 8th Grade

STRAND 1: ANATOMY & PHYSIOLOGY

National Standards Core Concepts	<i>Rubric score for how completely standard is addressed</i> <i>Key: 0= not at all; 1=partially; 2=fully</i>	<i>Included at another grade level and/or in a different content area?</i> <i>If so, where?</i>	<i>Lesson title and page number that applies</i>
AP.8.CC.1 Describe the male and female sexual and reproductive systems including body parts and their functions	2		Lesson 6-7, Reproductive System, p 1-20
AP.8.AI.1 Identify accurate and credible sources of information about sexual health	2	4/5/6 FLASH, Lesson 19 High School FLASH, Lessons 1, 3, 6, 11, 12c, 12d, 14, 15	Lesson 4, STDs, p 10 Lesson 8-9, Pregnancy, p 23 Lesson 15, Resource People, p 1-12 Lesson 20, Communication 5: Defending Your Rights, p 6 Lesson 23, HIV and Aids: Understanding Risk Behaviors, p 10

STRAND 2: PUBERTY & ADOLESCENT DEVELOPMENT

National Standards Core Concepts	<i>Rubric score for how completely standard is addressed</i> <i>Key: 0= not at all; 1=partially; 2=fully</i>	<i>Included at another grade level and/or in a different content area? If so, where?</i>	<i>Lesson title and page number that applies</i>
PD.8.CC.1 Describe the physical, social, cognitive and emotional changes of adolescence	2		Lesson 2, Puberty, p 1-13
PD.8.INF.1 Analyze how friends, family, media, society and culture can influence self-concept and body image	1	4/5/6 FLASH, Lesson 3	Lesson 3, Sexual Health & Hygiene, p 3, 5, 6, 8
PD.8.AI.1 Identify medically-accurate Sources of information about puberty, adolescent development and sexuality	2 (Some web sites are <i>recommended</i> for other content, such as STDs, but the sites offer general sexuality information, as well.)		Lesson 3, Sexual Health & Hygiene, p 4 Lesson 4, Sexually Transmitted Diseases, p 10 Lesson 6/7, Reproductive System, p 18, 19 Lesson 15, Resource People, p 1-12
PD.8.DM.1 Demonstrate the use of a decision-making model and evaluate possible outcomes of decisions adolescents might make	1.5 (FLASH helps students distinguish between active & passive decisions, and evaluate outcomes; does not introduce a formal model at this grade)	4/5/6 FLASH, Lesson 6, p 1-7	Lesson 10-11, Decision-Making & Teen Pregnancy, p 1-16 Lesson 12-13, Touch & Abstinence, p 5-13

STRAND 3: IDENTITY

National Standards Core Concepts	<i>Rubric score for how completely standard is addressed</i> <i>Key:0= not at all; 1=partially; 2=fully</i>	<i>Included at another grade level and/or in a different content area? If so, where?</i>	<i>Lesson title and page number that applies</i>
ID.8.CC.1 Differentiate between gender identity, gender expression and sexual orientation	0 ¹	High School FLASH, lesson 7, p 5-6	
ID.8.INF.1 Analyze external influences that have an impact on one's attitudes about gender, sexual orientation and gender identity	.5 ¹ (current edition addresses gender only and then just briefly)	High School FLASH, lesson 7, p 9, 16 Lesson 4, p 1-15	Lesson 12, Touch & Abstinence, p. 3 Lesson18,Communication 3: Taking No for an Answer – Homework Exercise
ID.8.AI.1 Access accurate information about gender identity, gender expression and sexual orientation	0 ¹	High School FLASH, lesson 7, p 11	
ID.8.IC.1 Communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations	0 ¹	High School FLASH, lesson 7, p 5-6	
ID.8.ADV.1 Develop a plan to promote dignity and respect for all people in the school community	0 ¹	High School FLASH, lesson 7, p 9 & 16	
ID.8.CC.2 Explain the range of gender roles	0 ¹	4/5/6 FLASH, lesson 4, p 1-9 High School FLASH, lesson 4, p 1-15	

¹ expected to change in 2nd edition, due to be published in 2015 or 2016

STRAND 4: PREGNANCY AND REPRODUCTION

National Standards Core Concepts	<i>Rubric score for how completely standard is addressed</i> <i>Key: 0= not at all; 1=partially; 2=fully</i>	<i>Included at another grade level and/or in a different content area? If so, where?</i>	<i>Lesson title and page number that applies</i>
PR.8.CC.1 Define sexual intercourse and its relationship to human reproduction	2		Lesson 6-7, Reproductive System, p 17 Lesson 8-9, Pregnancy, p 8-12
PR.8.CC.2 Define sexual abstinence as it relates to pregnancy prevention	2		Lesson 12-13, Touch & Abstinence, p 6
PR.8.INF.1 Examine how alcohol and other substances, friends, family, media, society and culture influence decisions about engaging in sexual behaviors	2		Lesson 22, HIV/AIDS: Influence of Alcohol & Other Drugs, p 1-17 Lesson 23, HIV/AIDS: Understanding Risk Behaviors, p 13, 18, 19
PR.8.IC.1 Demonstrate the use of effective communication skills to support one's decision to abstain from sexual behaviors	2		Lesson 19, Communication 4: Saying "No", p 1-14 Lesson 20, Communication 5: Defending Your Rights, p 1-10 All 17 Family Homework Assignments, especially those in Lessons 12, 19, 20, 22
PR.8.CC.3 Explain the health benefits, risks and effectiveness rates of various methods of contraception, including abstinence and condoms.	1.5 ²	High School FLASH, Lesson 7, p 7, 9-19	Lesson 12-13, Touch & Abstinence, p 6, 10 Lesson 14, Birth Control, p 4-6 Lesson 23, HIV/AIDS: Understanding Risk Behaviors, p 10 Lesson 24, HIV/AIDS: Rights and Responsibilities, p 4

² Health benefits are covered in more depth in *High School FLASH* than *7/8 FLASH*. At both grade levels, *FLASH* focuses on advantages of contraceptive methods, rather than disadvantages, with the intention of influencing students' attitudes and their perceptions of peer norms about condoms and other birth control in a positive direction. These determinants (positive attitudes & perceptions of positive peer norms re: condoms and other contraceptives) are among those identified by [Kirby and Lepore](#) as protective factors in preventing teen pregnancy and the spread of STDs. *FLASH* authors believe that the role of the health care provider is to discuss medical risks and side effects. The role of the educator is to foster attitudes that will lead students to seek health care and, especially, to seek condoms and prescription contraception.

PR.8.AI.1 Identify medically-accurate Resources about pregnancy prevention and reproductive health care	2 (some web sites are <i>recommended</i> for other content, such as STDs, but the sites offer pregnancy prevention & reproductive health care information, as well)		<i>Lesson 3, Sexual Health & Hygiene, p 4-5</i> <i>Lesson 4, Sexually Transmitted Diseases, p 10</i> <i>Lesson 6/7, Reproductive System, p 18, 19</i> <i>Lesson 15, Resource People, p 3, 6, 9, 10, 12</i>
PR.8.IC.2 Demonstrate the use of effective communication and negotiation skills about the use of contraception including abstinence and condoms	1.5 (helps students recognize & understand the consequences of passive, manipulative, aggressive and assertive communication; application activities are mostly about other issues than sexual health at this grade level)	<i>High School FLASH, Lessons 5, 6, 9, 12d, 13</i>	<i>Lesson 5, STDs, p 3-4</i> <i>Lessons 16-20, Communication, all of these 5 lessons</i> <i>All 17 Family Homework Assignments, especially those in Lessons 12, 14, 22</i>
PR.8.DM.1 Apply a decision-making model to various sexual health decisions	1.5 (application activities are mostly about other issues than sexual health at this grade level)	<i>4/5/6 FLASH, Lesson 6</i> <i>High School FLASH, Lesson 8</i>	<i>Lesson 5, STDs, p 3-4</i> <i>Lesson 10-11, Decision-Making & Teen Parenthood, p 5, 10, 14-16</i>
PR.8.SM.1 Describe the steps to using a condom correctly	2		<i>Lesson 21, HIV/AIDS: Basic Facts, p 10</i> <i>Lesson 23, HIV/AIDS: Understanding Risk Behaviors, p 10</i> <i>Lesson 24, HIV/AIDS Rights & Responsibilities, p 4-5, 13-14</i>
PR.8.CC.4 Define Emergency contraception and its use	2		<i>Lesson 14, Birth Control: Deciding, p 6, 12</i>
PR.8.AI.2 Identify medically-accurate Information about emergency contraception	2		<i>Lesson 14, Birth Control: Deciding, p 12</i>
PR.8.CC.5 Describe the signs and symptoms of a pregnancy	2		<i>Lesson 8-9, Pregnancy, p 7</i>

PR.8.AI.3 Identify medically-accurate sources of pregnancy-related information and support including pregnancy options, safe surrender policies and prenatal care	1.5 (offers resources re: pregnancy options and prenatal care, but not safe surrender)	<i>High School FLASH Appendix 2 provides teachers with accurate information and web resources to provide in answer to student Qs re: these issues</i>	<i>Lesson 8-9, Pregnancy, p 23 Lesson 10-11, Decision-Making & Teen Parenthood, p 11-12</i>
PR.8.CC.6 Identify prenatal practices that can contribute to a healthy pregnancy	2		<i>Lesson 8-9, Pregnancy, p 3-4, 23 Lesson 10-11, Decision-Making & Teen Parenthood, p 11-12</i>

STRAND 5: SEXUALLY TRANSMITTED DISEASES & HIV

National Standards Core Concepts	<i>Rubric score for how completely standard is addressed</i> <i>Key: 0= not at all; 1=partially; 2=fully</i>	<i>Included at another grade level and/or in a different content area?</i> <i>If so, where?</i>	<i>Lesson title and page number that applies</i>
SH.8.CC.1 Define STDs, including HIV, and how they are and are not transmitted	2		<i>Lesson 4, STDs, p 1-16 Lesson 21, HIV/AIDS: Basic Facts, p 1-21 Lesson 23, HIV/AIDS: Understanding Risk Behaviors, p 1-25 Lesson 24, HIV/AIDS: Rights and Responsibilities</i>
SH.8.AI.1 Identify medically-accurate information about STDs, including HIV	2		<i>Lesson 4, STDs, p 10, 13 Lesson 21, HIV/AIDS: Basic Facts, p 10 Lesson 23, HIV/AIDS: Understanding Risk Behaviors, p 1-25 Lesson 24, HIV/AIDS: Rights and Responsibilities</i>
SH.8.CC.2 Compare and contrast behaviors, Including abstinence, to determine the potential risk of STD/HIV transmission from each	2		<i>Lesson 4, STDs, p 8-9 Lesson 21, HIV/AIDS: Basic Facts, p 9-13 Lesson 23, HIV/AIDS: Understanding Risk Behaviors, p 1-25</i>

SH.8.INF.1 Analyze the impact of alcohol and other drugs on safer sexual decision-making and sexual behaviors	2		<i>Lesson 22, HIV/AIDS: Influence of Alcohol and Other Drugs, p 1-15</i>
SH.8.IC.1 Demonstrate the use of effective communication skills to reduce or eliminate risk for STDs, including HIV	1.5 (application activities are mostly about other issues than sexual health at this grade level)	<i>High School FLASH, Lessons 5, 6, 9, 12d, 13</i>	<i>Lesson 5, STDs, p 3-4 Lessons 16-20, Communication, all of these 5 lessons All 17 Family Homework Assignments, especially those in Lessons 12, 22</i>
SH.8.GS.1 Develop a plan to eliminate or reduce risk for STDs, including HIV	1.5 (offers strategies to eliminate or reduce risk, but not personalization of a plan per se at this grade)		<i>Lesson 4, STDs, p 8-9 Lesson 21, HIV/AIDS: Basic Facts, p 12 Lesson 22, HIV/AIDS: Influence of Alcohol & Other Drugs, p 5-8 Lesson 23, HIV/AIDS: Understanding Risk Behaviors, p 8-25 Lesson 24, HIV/AIDS Rights & Responsibilities, p 4-5, 13-14</i>
SH.8.SM.1 Describe the steps to using a condom correctly	2		<i>Lesson 21, HIV/AIDS: Basic Facts, p 10 Lesson 23, HIV/AIDS: Understanding Risk Behaviors, p 10 Lesson 24, HIV/AIDS Rights & Responsibilities, p 4-5, 13-14</i>
SH.8.CC.3 Describe the signs, symptoms and potential impacts of STDs, including HIV	2		<i>Lesson 4, STDs, p 4-5, 7-8 Lesson 21, HIV/AIDS: Basic Facts, p 10 Lesson 23, HIV/AIDS: Understanding Risk Behaviors , p 8</i>
SH.8.AI.2 Identify local STD and HIV testing and treatment resources	2		<i>Lesson 4, STDs, p 10, 13 Lesson 21, HIV/AIDS: Basic Facts, p 12 Lesson 23, HIV/AIDS: Understanding Risk Behaviors , p 6</i>

STRAND 6: HEALTHY RELATIONSHIPS

National Standards Core Concepts	<i>Rubric score for how completely standard is addressed</i> <i>Key: 0= not at all; 1=partially; 2=fully</i>	<i>Included at another grade level and/or in a different content area? If so, where?</i>	<i>Lesson title and page number that applies</i>
HR.8.CC.1 Compare and contrast the characteristics of healthy and unhealthy relationships	2		Lesson 12-13, Touch & Abstinence, p 7, 9, 12 Lessons 16-20, Communication (Basics, Asking, Taking No for an Answer, Saying No, Defending Your Rights)
HR.8.INF.1 Analyze the ways in which friends, family, media, society and culture can influence relationships	2		Lesson 10-11, Decision-Making & Teen Parenthood, p 4-5, 13-15 Lesson 12-13, Touch & Abstinence, p 3, 5-6, 9-10, 12 Lesson 16, Communication: The Basics, p 3-4, 6-9
HR.8.SM.1 Explain the criteria for evaluating the health of a relationship	1	High School FLASH, Lessons 3-5	All 17 Family Homework Assignments, especially those in Lessons 18 & 19
HR.8.CC.2 Describe the potential impacts of power differences such as age, status or position within relationships	0 ³	High School FLASH, Lesson 6	
HR.8.CC.3 Analyze the similarities and differences between friendships and romantic relationships	1		Lesson 12-13, Touch & Abstinence, p 9
HR.8.IC.1 Demonstrate communication skills that foster healthy relationships	2		Lessons 16-19, Communication (Basics, Asking, Taking No for an Answer, Saying No) All 17 Family Homework Assignments

³ expected to change in 2nd edition, due to be published in 2015 or 2016

HR.8.CC.4 Describe a range of ways people express affection within various types of relationships	2		<i>Lesson 12, Touch and Abstinence, p 3, 5, 9, 11, 13</i>
HR.8.IC.2 Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others	2		<i>Lesson 12, Touch and Abstinence, p 6-11 Lessons 16-20, Communication (Basics, Asking, Taking No for an Answer, Saying No, Defending Your Rights)</i>
HR.8.CC.5 Describe the advantages and disadvantages of communicating using technology and social media	0 ³	<i>High School FLASH, Lessons 6, 19</i>	
HR.8.INF.2 Analyze the impact of technology and social media on friendships and relationships	0 ³		
HR.8.IC.3 Demonstrate effective skills to negotiate agreements about the use of technology in relationships	0 ⁴		
HR.8.GS.1 Develop a plan to stay safe when using social media	0 ⁴	<i>High School FLASH, Lesson 19</i>	
HR.8.SM.2 Describe strategies to use social media safely, legally and respectfully	0 ⁴	<i>High School FLASH, Lesson 19</i>	

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STRAND 7: PERSONAL SAFETY

National Standards Core Concepts	<i>Rubric score for how completely standard is addressed</i> <i>Key: 0= not at all; 1=partially; 2=fully</i>	<i>Included at another grade level and/or in a different content area? If so, where?</i>	<i>Lesson title and page number that applies</i>
PS.8.CC.1 Describe situations and behaviors that constitute bullying, sexual harassment, sexual abuse, sexual assault, incest, rape and dating violence	1.5 (At this grade level, <i>FLASH</i> addresses what healthy touch is/looks like, the right to say no and be respected, the value that coercion and manipulation are wrong. It doesn't directly address incest or use the term <i>bullying</i> .)	4/5/6 <i>FLASH</i> , Lesson 7 <i>High School FLASH</i> , Lessons 5, 6, 7	Lesson 12 & 13, <i>Touch & Abstinence</i> , p 3-5, 7, 9-12 Lesson 20, <i>Communication 5: Defending Your Rights</i> , p 4-5
PS.8.AI.1 Identify sources of support such as parents or other trusted adults that they can go to if they are or someone they know is being bullied, harassed, abused or assaulted	2	4/5/6 <i>FLASH</i> , Lesson 7 <i>High School FLASH</i> , Lesson 6	Lesson 15, <i>Resource People</i> (whole lesson is relevant but it deals with identifying trusted adults, not specifically re: bullying, abuse) Lesson 20, <i>Communication 5: Defending Your Rights</i> , p 6 All Family Homework activities
PS.8.IC.1 Demonstrate ways to communicate with trusted adults about bullying, harassment, abuse or assault	2	4/5/6 <i>FLASH</i> , Lesson 7	Lesson 20, <i>Communication 5: Defending Your Right</i> , p 6 All Family Homework, especially in Lessons 15, 20
PS.8.SM.1 Describe ways to treat others with dignity and respect	2		Lesson 12 & 13, <i>Touch and Abstinence</i> , p.7 Lesson 16, <i>Communication 1: The Basics</i> , p 3-16 Lesson 17, <i>Communication 2: Asking for What You Want</i> , all Lesson 18, <i>Communication 3: Taking No for an Answer</i> , all
PS.8.ADV.1 Advocate for safe environments that encourage dignified and respectful treatment of everyone	2		Lesson 1, <i>Introductory Class</i> , p 1-2 Lesson 12 & 13, <i>Touch & Abstinence</i> , p 7 Lesson 18, <i>Communication 3: Taking No for an Answer</i> , all Lesson 20, <i>Communication 5: Defending Your Rights</i> , p 4

PS.8.CC.2 Discuss the impacts of bullying, sexual harassment, sexual abuse, sexual assault, incest, rape and dating violence and why they are wrong	1 (At this grade level, <i>FLASH</i> covers the rights of people relative to touch and the value that coercion and manipulation are wrong. It doesn't directly address impacts of unfair touch.)	<i>High School FLASH, Lessons 5, 6, 7</i>	<i>Lesson 12 & 13, Touch and Abstinence, p 7</i> <i>Lesson 20, Communication 5: Defending Your Rights, p 12, Family Homework</i>
PS.8.SM.2 Demonstrate ways they can respond when someone is being bullied or harassed	1	<i>4/5/6 FLASH, Lesson 8</i> <i>High School FLASH, Lessons 6, 7</i>	<i>Lesson 16, Communication 1: The Basics, all</i> <i>Lesson 19, Communication 4: Saying No, p 4</i> <i>Lesson 24, HIV and AIDS: Rights & Responsibilities, p 4, 8, 11</i>
PS.8.CC.3 Explain that no one has the right to touch anyone else in a sexual manner if they do not want to be touched	2		<i>Lesson 12 & 13, Touch and Abstinence, all, especially p 3, 5, 7, 9-11</i> <i>Lesson 20, Communication 5: Defending Your Rights, p 4</i>
PS.8.CC.4 Explain why a person who has been raped or sexually assaulted is not at fault	1.5	<i>4/5/6 FLASH, Lesson 8</i> <i>High School FLASH, Lesson 6</i>	<i>Lesson 12 & 13, Touch and Abstinence, p 7</i> <i>Lesson 20, Communication 5: Defending Your Rights, p 6-13</i>